

# Seattle Kindergarten Readiness Guidelines



*strengthening the roots of education*

**SEATTLE EARLY EDUCATION COLLABORATIVE**

The Seattle Early Education Collaborative (SEEC) Assessment Work Group has been charged with the task of creating culturally and linguistically relevant kindergarten readiness guidelines to support assessment of preschool children in the city of Seattle. This framework provides guidelines for early learning professionals to be able to support children's development in five domains— 1) Cognitive and General Knowledge, 2) Language, Literacy, and Communication, 3) Physical Health, Wellbeing, and Motor Development, 4) Social and Emotional Development, and 5) Approaches to Learning. Several drafts were prepared for distribution to constituents — early learning service providers, community members, and other stakeholders — for a vetting process to gather feedback in finalizing the Kindergarten Readiness Guidelines.

### Acknowledgements

This document was developed by the SEEC Assessment Work Group in collaboration with the early learning community and other stakeholders. A draft of this document was vetted over three years several times via focus groups with the African American, Latino and the Asian Pacific Islander Child Care Task Forces, Refugee and Immigrant providers, Step Ahead, ECEAP and Head Start Providers, Child Care Resources, coaches, teachers, families, Seattle Public Schools, Family Support Workers, kindergarten teachers, Seattle Early Reading First, University of Washington School of Education, Center for Linguistic and Cultural Democracy, SEEC Professional Development Work Group, SEEC Transition Work Group, City of Seattle Early Learning and Family Support Division and the Office for Education. All comments were received verbally and in writing, reviewed by the SEEC Assessment Work Group and in most cases Incorporated into the document. A sincere thank you is extended to all who gave of their time and expertise in this effort. To the children of Seattle these guidelines are for you and our hope for your successful future.

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## Foreword


Dear Early Learning Professional,

On behalf of the Seattle Early Education Collaborative, we would like to present to you the “Seattle Kindergarten Readiness Guidelines.” It is our hope that you will lend your perspective to this tool, as you use it to support children’s development.

As the focus on early learning has intensified, it was recognized that the Seattle early childhood community needed a forum to cultivate our collective vision for early learning. Led by the City of Seattle’s Office for Education and Human Services Department, a consortium of stakeholders including Seattle area early learning providers, community members, school district representatives, and early learning professional development support organizations, came together to discuss the early learning experiences of the children we serve, and how teachers, agencies and existing support systems could more effectively impact school readiness.

Members agreed that we needed to have guidelines to help frame and define school readiness. These guidelines would also serve to measure the success of school readiness efforts by those involved in a child’s early learning experiences. Such guidelines would be founded on the following key elements:

- Preparedness, including math, science and literacy skills as critical to success in school and life
- Cultural relevance, in acknowledgment of serving all children in our multicultural community
- Developmentally appropriate practices and approaches
- Social and emotional skills, as key means to school readiness
- Opportunities for children to begin to develop critical consciousness i.e., an individual critical voice capable of reflecting on and critiquing one’s thoughts, actions, and motivations<sup>1</sup>
- Suggestions for teacher practice to foster application of the standards in the classroom
- Utilizing standardized assessment tools that may accurately measure the various components of school readiness, reflecting a multidimensional view of the child and his or her environment

These Kindergarten Readiness Guidelines represent the fruit of thoughtful conversations among dedicated and caring colleagues on their content, format and usability. The Guidelines provide a set of expectations for children as well as guidance to educators, families, and program and policy developers as they create educational programs that are responsive to the needs of all children. Many of the ideas underlying the development of these Guidelines are grounded in the seminal work of Dr. Edwin J. Nichols, a Clinical Industrial Psychologist, working to help organizations achieve systemic congruence through cultural competence. Dr. Nichols’ unique pedagogy and paradigm developed 40 years ago; entitled *The Philosophical Aspects of Cultural Difference* articulates multi-ethnic and cross-cultural difference from a philosophical perspective.<sup>2</sup> Dr Nichols work in this document is reflected by the Sankofa symbol . The Sankofa symbol in this document indicates a conceptual match between numerous learning outcomes in the Guidelines and the ideas in Dr. Edwin J. Nichols’ seminal work.

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<sup>1</sup> Adapted from Darder, Antonia. (2002). *Reinventing Paulo Freire: A pedagogy of love*. Boulder, CO: Westview Press.

<sup>2</sup> Excerpt from Nichols and Associates profile available at [http://www.med.navy.mil/diversity/documents/nichols\\_and\\_associates\\_profile.doc](http://www.med.navy.mil/diversity/documents/nichols_and_associates_profile.doc).

The Seattle Kindergarten Readiness Guidelines offer a strong and purposeful alignment of the desired outcomes, learning activities and indicators. Numerous authors have long advised that cultural competence and cultural congruence in instruction are key to successfully bridging between students' home and school cultures and laying the groundwork for closing gaps. Those researchers and educators have found that optimal learning centers on the behaviors of **culturally competent** teachers who:

- know, respect and ensure students feel anchored in their culture and language
- teach about students' histories and cultures; incorporate culture and language sensitive instructional practices
- understand the unique qualities of the students' experiences as members of ethnic and cultural groups
- engage in cultural critique and social activism to change practices that lead to inequities

The second essential of culturally responsive teaching and learning, **cultural congruence in instruction**, entails applying these cultural competencies to assist learners in achieving desired outcomes by using a variety of strategies, including:

- scaffolding instruction to integrate elements of children's lives and cultures (Gay, 2000, p. 29)
- using culturally relevant texts, information, and curricula in all subjects and skills (Gay)
- using children's home language along with books (Delpit, 2000), manipulatives, and real life objects found in everyday life
- using skills and knowledge of a variety of instructional strategies (Whitehurst, 2002)
- using oral discourse, music and movement to teach content (Delpit, 2000)

These Guidelines are a work in progress and a first step that will be utilized in our learning settings. In recognition of the family as the child's first teacher our next step is to work in partnership with families to identify and share strategies that they use to support their child's learning. We look forward to your continued participation and greatly appreciate your invaluable work on behalf of the children in our community.

The SEEC Assessment Work Group

## Introduction

In 2008 the City of Seattle Educational Review Panel convened by Carla Bryant, with the City of Seattle Office for Education, to identify and develop a culturally and linguistically relevant assessment process for children attending Seattle’s publically funded preschool programs. It was determined that the group had to be clear about what they were assessing before they could identify a culturally relevant assessment process. Thus the SEEC Assessment Work Group was born and the Seattle Kindergarten Readiness Guidelines (SKRG) were developed. The SKRG’s show alignment with:

- Washington State Early Learning and Development Benchmarks and the Essential Academic Learning Requirements
- The Head Start Child Outcomes Framework
- The National Association for the Education of Young Children

The Guidelines are divided into five domains and provide a foundation for children’s success in kindergarten and beyond. The domains are 1) Cognitive and General Knowledge, 2) Language, Literacy and Communication, 3) Physical Development, 4) Social and Emotional Development, and 5) Approaches to Learning. Each domain includes goals, suggested activities and indicators of the skills and knowledge Seattle children need to be successful when they enter kindergarten.

### City of Seattle Educational Review Panel Members:

City of Seattle	Community Representatives	Providers	Seattle Public Schools	Facilitators
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**The Editors:** Dr. Johnnie McKinley, Katrice Taylor, Christy Leonard, Mary Johnson, Cassie Bacon, Sue Rust and the SEEC Assessment Work Group.

## I. COGNITIVE and GENERAL KNOWLEDGE: Mathematic, Numbers and Operations





All goals, activities, and indicators should be reflected through the lens of the child's culture and home language.

Goals Each child:	<i>*Suggested Activities</i> <i>*These are merely suggestions. Please feel free to add your own ideas.</i>	Indicators/Skills Children may:
<ul style="list-style-type: none"> <li>Has an awareness of numbers and counting as means for solving problems and determining quantity.</li> <li>Associates number concepts, vocabulary, quantities and written numerals in meaningful ways.</li> <li>Critically uses numbers, vocabulary, quantities, and written numbers to solve problems.</li> <li>Compares objects and quantities with terms such as more, less, greater than, fewer, equal to, and to demonstrate knowledge of size, volume, height, weight, and length.</li> </ul>	<ul style="list-style-type: none"> <li>Have children count the numbers of materials such as balls, jump ropes, and scarves in their home languages to ensure there are enough for all children who are playing.</li> <li>Point numbers out in the environment, e.g., the numbers on a telephone in the dramatic play area.</li> <li>Set the table i.e. one-on-one correspondence table setting; count the number of items on the plate.</li> <li>Integrate stories that demonstrate quantitative concepts, through symbolic imagery; e.g., The Hungry Caterpillar, Village of Square and Round Houses.</li> <li>Have children classify, match, and talk about quantitative concepts, and the images used to represent quantities and sizes in stories.</li> <li>Count the number of boys and girls in the class in the children's home language and ask follow up questions such as: Are there more boys or more girls? How many brown-eyed children are there? How many green-eyed children are there?</li> <li>Create a graph of this data in child's home language.</li> <li>Integrate activities that include sensory or tactile experiences using substances such as Play-Doh, wet sand, or "goop."</li> <li>Add math concepts to existing activities, for example: have learners talk about and use currency; or conduct a grocery store or farmers market activity in which learners keep a "tab."</li> </ul>	<ul style="list-style-type: none"> <li>Use a variety of methods and tools in daily math activities for solving problems and determining quantity, e.g., manipulatives, mental computation, estimations.</li> <li>Count and match groups of objects.</li> <li>Understand that the last number counted represents the total quantity of objects.</li> <li>Count in sequence to 10 and beyond.</li> <li>Count items in groups or add small quantities together to obtain the correct sum.</li> <li>Compare, categorize, and classify objects based on size, color and shape.</li> <li>Describe how and why objects are arranged or sorted the way they are, e.g., gradation, heavy, light, type.</li> </ul>



## I. COGNITIVE and GENERAL KNOWLEDGE: Geometry and Spatial Relations


All goals, activities, and indicators should be reflected through the lens of the child's culture and home language.

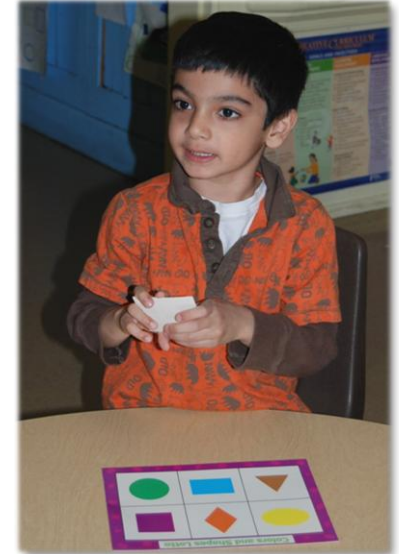
Goals Each child:	<i>*Suggested Activities</i> <i>*These are merely suggestions. Please feel free to add your own ideas.</i>	Indicators/Skills Children may:
<ul style="list-style-type: none"> <li>Recognizes, describes, compares and names common shapes and their attributes, e.g., states that a square has four sides.</li> <li>Understands and expresses directionality such as up, down, over, under, top, bottom, inside, outside, in front of and behind using child's home language and English.</li> <li>Shows understanding of and describes spatial relationships using the concepts of before and after.</li> <li> Uses visualization, modeling, symbolic imagery, spatial reasoning, holistic thinking, intention and reflection to solve problems.</li> </ul> <p> Sankofa symbol (See glossary for definition)</p>	<ul style="list-style-type: none"> <li>Conduct a "Feely Box" activity during which the teacher:               <ul style="list-style-type: none"> <li>Places shapes or objects in the box after talking about them with children.</li> <li>Have several children pick an object out and try to repeat what they remember about the objects.</li> </ul> </li> <li> Make time and space for children to reflect and create visual, written and concrete models and plans.</li> <li>Use blocks to create shapes in the block area.</li> <li>Use puzzles with different shapes.</li> <li>When using blocks, describe the spatial relationships in what the child is doing, e.g., "I see you put the BLUE block on TOP."</li> <li>When using Lego bricks for building, ask the child open ended questions:               <ul style="list-style-type: none"> <li>"What will happen if...?"</li> <li>"How many....?"</li> <li>"How did you know...?"</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Put together and take apart two and three dimensional shapes to make another shape, e.g., uses two triangles to make a rectangle.</li> <li> Design, create and demonstrate structures using blocks and other objects found in nature.</li> <li>Describe familiar shapes in environment and specify their location, e.g., circle, stop sign, restaurant signs.</li> <li>Begin to be able to determine whether or not two shapes are the same size and shape.</li> <li>Describe, name and interpret an object's position in space, e.g., "a car is on the bottom shelf under a little box", "we went inside and took the stairs to go down."</li> <li>Put together and take apart shapes, such as puzzles or build with blocks.</li> </ul>



## I. COGNITIVE and GENERAL KNOWLEDGE: Patterns, Measurements, and Relationships



All goals, activities, and indicators should be reflected through the lens of the child's culture and home language.

Goals Each child:	<b>*Suggested Activities</b> <i>*These are merely suggestions. Please feel free to add your own ideas.</i>	Indicators/Skills Children may:
<ul style="list-style-type: none"> <li>Matches, sorts, puts in a series and regroups objects, such as color, shape or size.</li> <li>Recognizes, duplicates, and extends simple patterns using a variety of materials.</li> <li>Uses standard tools and units of measure, such as tape measures, rulers, or nonstandard measurement tools, such as ribbon, string, hands, blocks, etc.</li> <li>Describe and compare time relationships using the concepts of before, during, and after.</li> <li> Recognizes the whole and its significant parts.</li> </ul>	<ul style="list-style-type: none"> <li>Use a "Sensory Box" activity to allow learners to sort seashells based on color, shape, size, texture, etc.</li> <li>Explain, and then have children lace wooden beads on yarn to create a shape with two or more traits or a pattern such as a red, blue, red, blue.</li> <li>Use stamps to create patterns for a painting activity.</li> <li>Take walks to observe patterns that occur in nature.</li> <li>Fill cups with water to see how much is needed to fill a larger unit, such as a pitcher.</li> <li>Uses rhythm sounds or clapping to demonstrate patterns such as the rhythmic patterns used by award winning African American singer, musician and recording artist Ella Jenkins, who has been named "the first lady of children's folk songs."</li> <li>Provide a space where children are able to deconstruct objects.</li> </ul>	<ul style="list-style-type: none"> <li>Make comparisons between several objects based on a single attribute.</li> <li>Classify, categorize, and sort by attributes, such as type, age, or size. For example:               <ul style="list-style-type: none"> <li>fruits = apples, bananas, or grapes</li> <li>age = adult or child</li> <li>size = big or small</li> </ul> </li> <li>Move in time to different patterns of beat and rhythm.</li> <li>Complete a pattern.</li> <li>Measure sand or water using a variety of containers.</li> <li>Measure ingredients for a cooking project, with guidance.</li> <li>Understand and use measurement vocabulary to describe quantity, length and size of objects, volume, height, or weight.</li> <li>Take things apart and put them back together on their own.</li> </ul>



## I. COGNITIVE and GENERAL KNOWLEDGE: Logic and Reasoning

All goals, activities, and indicators should be reflected through the lens of the child's culture and home language.

Goals Each child:	<i>*Suggested Activities</i> <i>*These are merely suggestions. Please feel free to add your own ideas.</i>	Indicators/Skills Children may:
<ul style="list-style-type: none"> <li>Shows a basic understanding of simple mathematical reasoning.</li> <li>Has an awareness of cause and effect.</li> <li>Compares and evaluates experiences, tasks, and events.</li> <li>Uses logical reasoning to link ideas in order.</li> <li>Uses past knowledge to build new knowledge.</li> <li>Uses materials and concrete objects to represent non-present objects and abstract ideas.</li> <li> Recognizes stereotypical or unfair images or words in books and propose solutions to social, cultural, interpersonal and environmental problems and conflicts.</li> <li>Understands features of living and nonliving things and predicts their behavior based on those traits.</li> </ul>	<ul style="list-style-type: none"> <li>Create graphs to compare data on children's experiences or relevant events in their lives: <ul style="list-style-type: none"> <li>Graph the methods by which the children arrived to school that day, e.g., bus, walk.</li> <li>During a nutrition activity have the children taste fruits, vegetables and other food samples. Afterwards graph who likes what.</li> </ul> </li> <li>Have learners predict what will happen to various objects placed in water. If object are cork, will they float? If not, what will happen?</li> <li>Place ice cubes in the water area for children to manipulate and observe. Next, place water in ice cube trays and freeze. Ask the children to predict what will happen, using questions, such as "What do you think? Why do you think that happened?"</li> <li>Ask open ended questions like "Why?" "How?" and "What?" or "How would you do it? Tell me about it." to encourage children to give examples in full sentences.</li> <li> Allow children to use intuition and different senses, such as sight, touch, taste and sound as tools for measuring or to create recipes.</li> <li>Discuss cause and effect relationships, for example that germs cause illness.</li> </ul>	<ul style="list-style-type: none"> <li>Show reason through graphing, measuring, estimating, and predicting.</li> <li>Wonder "what will happen if" and tests out possibilities.</li> <li>Note and offer reasons why events occurred, e.g., "Carlos isn't here today because he got sick yesterday."</li> <li>Use a variety of problem solving skills by finding multiple solutions to questions, tasks, problems, and challenges.</li> <li>Identify characteristics for comparison, e.g., size, color.</li> <li>Generate a rule, strategy, or idea from one learning experience and apply it in a new context.</li> <li>Use physical objects to demonstrate vocabulary, e.g., creates two piles of blocks – one with "more" blocks and one with "less."</li> <li>Draw on everyday experience and apply this knowledge to similar situations.</li> <li>Apply new information or vocabulary to an activity or interaction.</li> <li>Represent ideas or objects through drawings, movement, mime, or three-dimensional constructions.</li> </ul>



## I. COGNITIVE and GENERAL KNOWLEDGE: Scientific Inquiry


All goals, activities, and indicators should be reflected through the lens of the child's culture and home language.

Goals Each child:	*Suggested Activities <i>*These are merely suggestions. Please feel free to add your own ideas.</i>	Indicators/Skills Children may:
<ul style="list-style-type: none"> <li>Identifies and distinguishes among the types of senses, e.g., tastes, sounds, tactile.</li> <li>Uses a variety of tools and devices to gather information, investigate materials and observe processes and relationships.</li> <li>Tests hypotheses, discusses and draws conclusions and forms generalizations.</li> <li>Understands that objects and materials can undergo changes, e.g., ice becomes water, snow becomes water, baking, mixing paint colors.</li> </ul> <p>☞ Understands that humans have an impact on and interact with the environment.</p>	<ul style="list-style-type: none"> <li>Engage children in sensory activities such as a tasting activity, then use comparing sweet and sour as a means of open ended exploration and discovery.</li> <li>Have children assist with the care of plants and animals, e.g., water the plants, or feed the fish.</li> <li>Plant seeds and place them in different conditions, such as more sun or no sun, different frequencies and amount of water and then observe what happens.</li> <li>Allow children to mix paint colors, guess which color might appear, and experiment to make their own, new colors.</li> <li>Provide opportunities for children to observe and note the changes that the seasons have on a composting worm bin and a garden.</li> <li>Encourage reuse of recycled materials and explain what it means to be eco-friendly.</li> </ul>	<ul style="list-style-type: none"> <li>Describe and compare experiences through senses.</li> <li>Use non-standard, e.g., blocks, paper tubes and standard tools, e.g., magnets, magnifying glass, computer to explore the environment.</li> <li>Understand the use of tools such as maps to find locations.</li> <li>Observe, collects, describes and records information through a variety of means, including discussion, drawings, maps and charts, e.g., observes and describes characteristics, basic needs, and life cycles of living things.</li> <li>Participate in experiments and describes observations, e.g., mixing vinegar and baking soda.</li> <li>Describe and compare changes in the tone of drums or other percussion instruments when tension is increased.</li> </ul> <p>☞ Describe and express relationship between themselves and the environment.</p>



## II. LANGUAGE, LITERACY and COMMUNICATION: Listening and Understanding\*

All goals, activities, and indicators should be reflected through the lens of the child's culture and home language.

Goals Each child:	<i>*Suggested Activities</i> <i>*These are merely suggestions. Please feel free to add your own ideas.</i>	Indicators/Skills Children may:
<ul style="list-style-type: none"> <li>• Demonstrates an understanding of conversations, stories, songs, and poems.</li> <li>• Follows simple and multiple-step directions.</li> <li>• Uses receptive language skills to understand a variety of vocabulary words.</li> <li>• Demonstrates comprehension skills (meaning in language).</li> <li>• Understands complex sentences.</li> <li>• Actively participates in turn-taking conversations.</li> <li>• Focuses attention for short periods of time during large and small group time.</li> <li>•  Uses reflection to make meaning of experiences, conversations, stories, etc.</li> </ul> <p>* Goals may not apply to all languages.</p>	<ul style="list-style-type: none"> <li>• Read out loud to children in groups and individually at least three times a day.</li> <li>• Give children directions and questions that move from simple to more complex; increase complexity as the year goes on.</li> <li>• Extend children's vocabulary by deliberately using new words throughout the day.</li> <li>• Use different tones of voice while reading out loud to children.</li> <li>• Provide multiple opportunities for storytelling throughout the day.</li> <li>• Engage children in conversation with at least four meaningful back and forth exchanges throughout the day.</li> <li>• Provide activities with clear behavioral expectations.</li> <li>• Use props and gestures to communicate meaning without translation.</li> </ul>	<ul style="list-style-type: none"> <li>• Create made-up stories.</li> <li>• Use oral language to express emotions and thoughts.</li> <li>• Begin to represent a storyline through drawing, acting, or singing, with assistance.</li> <li>• Engage in reflective telling of simple stories and use various mediums.</li> <li>• Follow two-part and three-part directions unfamiliar to the daily routine.</li> <li>• Describe the details of a recent event or occurrence.</li> <li>• Define words with assistance.</li> <li>• Demonstrate understanding of words used in home language that are different from English.</li> <li>• Express feelings and emotions.</li> <li>• Name some non-present objects using appropriate words.</li> <li>• Sit through an entire story.</li> </ul>



## II. LANGUAGE, LITERACY and COMMUNICATION: Speaking and Communication\*

All goals, activities, and indicators should be reflected through the lens of the child's culture and home language.

Goals Each child:	<i>*Suggested Activities</i> <i>*These are merely suggestions. Please feel free to add your own ideas.</i>	Indicators/Skills Children may:
<ul style="list-style-type: none"> <li>Understands and uses language to communicate information, experiences, ideas, feelings, opinions, needs, questions and for other varied purposes.</li> <li>Knows how and when to use survival language.</li> <li>Begins and responds appropriately in conversation and discussions with peers and adults.</li> <li>Uses commonly understood, and age appropriate vocabulary words.</li> <li>Applies noun and verb agreement in past, present, and future tenses as appropriate in the specific language used.</li> <li>Uses language to solve problems.</li> <li>Uses cross cultural communication skills with others who differ by gender, age, ethnicity, or geography.</li> </ul> <p>* Goals may not apply to all languages.</p>	<ul style="list-style-type: none"> <li>Make it safe for children to use their language to communicate their feelings and express their needs.</li> <li>Support children's natural curiosity.</li> <li>Throughout the day, facilitate discussions at every opportunity; pose questions that invite conversation and give children time (5-7 seconds) to think before responding.</li> <li>Use games and action oriented activities, with real objects to provide opportunities to practice speaking.</li> <li>Model and use communication games to practice verb agreement and tenses.</li> <li>Encourage children to use language to solve problems by intentionally creating opportunities using scenarios: "What could we do if..."</li> <li>Create "survival" language of key words and phrases to communicate with children in their home language.</li> <li>Provide opportunity for children to engage in and experience cross cultural activities such as field trips to community centers or cultural exchanges.</li> </ul>	<ul style="list-style-type: none"> <li>Use character voices when retelling a story or event.</li> <li>Choose the home language or non-verbal gestures to communicate according to audience, purpose, and setting.</li> <li>Listen to others and responds in group conversations and discussions.</li> <li>Select language according to home language(s) of listener or speaker.</li> <li>Initiate conversation by making statements or asking questions.</li> <li>Adjust communication style to listener, e.g., when talking to a younger child uses simple words.</li> <li>Express an idea in more than one way.</li> <li>Notice different tones and rhymes.</li> <li>Use complex sentences, such as "Look at my black shoes; they have a car on them."</li> </ul>



## II. LANGUAGE, LITERACY and COMMUNICATION: Book Knowledge

All goals, activities, and indicators should be reflected through the lens of the child's culture and home language.

Goals Each child:	<i>*Suggested Activities</i> <i>*These are merely suggestions. Please feel free to add your own ideas.</i>	Indicators/Skills Children may:
<ul style="list-style-type: none"> <li>Shows interest and involvement in listening to and discussing a variety of fiction and non-fiction books and poetry.</li> <li>Demonstrates abilities to retell and dictate stories from books and experiences.</li> <li>Acts out stories in dramatic play.</li> <li>Predicts what will happen next in a story.</li> <li>Asks and answers questions related to a book or story.</li> <li>Learns how to handle and care for books. Knows to turn and view one page at a time in sequence and understands that a book has a title, author, and illustrator.</li> <li>Chooses to read on own; seeks information in books; sees self as a reader.</li> </ul>	<ul style="list-style-type: none"> <li>Show enthusiasm for reading. Talk to children about what, when, and how much you read.</li> <li>Ask children questions about recently read books to encourage them to re-tell the stories.</li> <li>Provide access throughout the day to books including multicultural and multilingual books.</li> <li>Point out elements of a book; author, title, illustrator, spine, direction of print, and the difference between print and illustrations.</li> <li>Read book several times modeling different kinds of questions during different readings. Ask questions such as "What do you think will happen next?"</li> <li>Talk with children about caring for a book.</li> <li>Let children know what information you personally have learned from reading books.</li> </ul>	<ul style="list-style-type: none"> <li>Attend to book reading or storytelling.</li> <li>Point to the title of a book, when asked.</li> <li>Share and talks about books with peers.</li> <li>Show interest in reading-related activities, such as asking to have a favorite book read; choosing to look at books; drawing pictures based on stories; asking to take books home; going to the library; and engaging in pretend-reading with other children.</li> <li>Recall a story with some level of detail pertaining to the characters and setting.</li> <li>Distinguish between pictures and words on a page.</li> <li>Use strategies, such as questioning or predicting, to comprehend printed material.</li> <li>Use picture clues for information, e.g., attempts to predict weather by looking at picture of clouds and rain in newspaper or on television news.</li> <li>Begin to understand that English is read from left to right.</li> <li>Select books of interest.</li> <li>Make attempts at reading favorite books aloud.</li> </ul>



## II. LANGUAGE, LITERACY and COMMUNICATION: Print Awareness

All goals, activities, and indicators should be reflected through the lens of the child's culture and home language.

Goals Each child:	<i>*Suggested Activities</i> <i>*These are merely suggestions. Please feel free to add your own ideas.</i>	Indicators/Skills Children may:
<ul style="list-style-type: none"> <li>Shows awareness of print in classroom, home and community settings.</li> <li>Develops understanding of the different functions of forms of print, such as signs, letters, newspapers, lists, messages, and menus.</li> <li>Begins to recognize the association between spoken and written words by following print as it is read aloud.</li> <li>Recognizes a word as a unit of print and has awareness that letters are grouped to form words.</li> <li>Recognizes written words, including own name.</li> <li>Recognizes that words make up sentences.</li> <li>Begins to recognize that words are organized in specific ways depending on language.</li> <li>Recognizes print from two or more languages.</li> </ul>	<ul style="list-style-type: none"> <li>Make and display relevant and meaningful signs, pictures, and labels that support daily activities. Display and discuss print that could be found in children's homes and communities including print in home languages.</li> <li>Show children a variety of printed materials that will help them gain information, such as magazines, cook books, newspapers, maps, and encyclopedias.</li> <li>Create poster boards with relevant and familiar songs and chants. As you sing them, point to the words to allow children to connect the print to the word.</li> <li>Ask children what signs need to be placed in class and have them design and make the signs.</li> <li>Post words and images on walls that are useful and related to children's interests. Also create opportunities for children's names to be visible, valued, and validated throughout the room, e.g., name puzzles, artwork, rhyme games that match their name.</li> <li>Listen to children's play and write the words used in their play and discuss what you heard.</li> <li>Provide a variety of print examples reflecting the languages spoken in the room. Use different colors for the various language labels in the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to understand that letters have a name and a sound.</li> <li>Make some letter and sound matches.</li> <li>Begin to recognize alphabet sounds.</li> <li>Recognize function of common labels in the environment, e.g., stop signs or restroom signs.</li> <li>Know that print conveys meaning.</li> <li>Recognize differences between letters and numerals.</li> <li>Identify letters in first name.</li> <li>Read own first name and those of some peers.</li> <li>Begin to identify objects that begin with the same sounds.</li> <li>Read some environmental print, such as print on a bus.</li> <li>Begin to create and invent words by substituting one sound for another, such as rhyming.</li> <li>Begin to recognize print in books in languages other than their first language.</li> </ul>



## II. LANGUAGE, LITERACY and COMMUNICATION: Phonological Awareness

All goals, activities, and indicators should be reflected through the lens of the child's culture and home language.

Goals Each child:	<i>*Suggested Activities</i> <i>*These are merely suggestions. Please feel free to add your own ideas.</i>	Indicators/Skills Children may:
<ul style="list-style-type: none"> <li>Shows ability to identify sounds in spoken language.</li> <li>Shows awareness of beginning and ending sounds of words.</li> <li>Recognizes rhymes in familiar words, games, songs, stories and poems.</li> <li>Shows ability to hear and identify syllables in words.</li> <li>Demonstrates awareness that different words begin with the same sound.</li> <li>Recognizes and show respect for sound systems of two or more languages.</li> </ul>	<ul style="list-style-type: none"> <li>Introduce children to rhymes, chants, and finger plays in two or more languages.</li> <li>Share rhymes, chants and finger plays to help children build phonemic awareness.</li> <li>Help children create rhyming lists of words.</li> <li>Use words that rhyme with children's names to help them move during transitions.</li> <li>Clap and tap syllables of words when speaking.</li> <li>Gather pictures with familiar objects that have the same beginning sounds. Provide magazines with instructions for learners to find pictures of things that start with the same beginning sounds.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to recognize alphabet sounds.</li> <li>Begin to identify objects that begin with same sounds.</li> <li>Begin to create and invent words by substituting one sound for another.</li> <li>Begin to understand that letters have a name and a sound.</li> <li>Begin to identify languages when they hear them spoken.</li> </ul>



## II. LANGUAGE, LITERACY and COMMUNICATION: Early Writing and Alphabet Knowledge

All goals, activities, and indicators should be reflected through the lens of the child's culture and home language.

Goals Each child:	<i>*Suggested Activities</i> <i>*These are merely suggestions. Please feel free to add your own ideas.</i>	Indicators/Skills Children may:
<ul style="list-style-type: none"> <li>Understands that writing is a way of communicating for a variety of purposes.</li> <li>Begins to represent stories and experiences through pictures, dictation, and in play.</li> <li>Experiments with a variety of writing tools and materials, such as pencils, crayons, and computers.</li> <li>Copies or writes familiar words, symbols and characters, such as those in his or her own name.</li> </ul> <p><b>Alphabet Knowledge</b></p> <ul style="list-style-type: none"> <li>Associates the names of letters with shapes and sounds.</li> <li>Notices the beginning letters in familiar words.</li> <li>Identifies at least 10 letters, symbols or characters of the alphabet, especially those in his or her own name.</li> </ul>	<ul style="list-style-type: none"> <li>Introduce a variety of opportunities for children to communicate throughout the day.</li> <li>Create and add parents' responses to "Bio Boards" which list the hopes and dreams for the child.</li> <li>Take photographs of children to use in order to create stories and reflection of the work that the children do throughout the day. Have the children tell their own stories using flannel boards.</li> <li>Provide a quality writing center in the classroom, that includes tools such as pens, markers, hole punches, stamps, tape etc.</li> <li>Provide children with clipboards and paper so they can write anywhere as they move around freely.</li> <li>Spend time with the child twice a month taking dictation about a recently read book or experience.</li> <li>Engage children using alphabet lotto games, puzzles, Play Doh, alphabet cookie cutters, alphabet blocks, and magnets.</li> <li>Provides opportunities for students to identify beginning letters of peers' names.</li> <li>Play games such as El Lobo, or Alphabet Scavenger Hunt to help children identify letters.</li> </ul>	<ul style="list-style-type: none"> <li>Use writing or draws pictures with objects and people to communicate an idea or event, with assistance.</li> <li>Use details while dictating ideas to an adult to scribe.</li> <li>Identify some, if not all, letters in their own names.</li> <li>Begin to write their own name in English or the learners' home language.</li> <li>Use writing to do a daily sign-in.</li> <li>Label art work with randomly placed letters or the learners' names.</li> <li>Write spontaneously during play, e.g., shopping list, memo, doctor's note.</li> <li>Recognize and name most upper case letters in the alphabet.</li> <li>Recognize and name some or many lower case letters in the alphabet symbols and characters.</li> <li>Match initial letter, characters, symbols and sounds with appropriate picture illustrating that beginning sound, e.g., "d" is matched to a picture of a dog.</li> </ul>



## II. LANGUAGE, LITERACY and COMMUNICATION: CREATIVE ARTS - Music and Art

All goals, activities, and indicators should be reflected through the lens of the child's culture and home language.

Goals Each child:	<i>*Suggested Activities</i> <i>*These are merely suggestions. Please feel free to add your own ideas.</i>	Indicators/Skills Children may:
<p><b>Music and Art</b></p> <ul style="list-style-type: none"> <li>• Uses creative, visual and performance arts such as music and dance to understand, express, and represent what they know, think, believe, or feel.</li> <li>• Sees images of the daily lives of diverse and differently able people from a variety of backgrounds and lifestyles.</li> <li>• Sees and learns to appreciate artwork, prints, sculptures, textiles by artists of various cultural backgrounds.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide a variety (five or more) of readily available musical instruments for children.</li> <li>• Provide a CD player for the children's use with a variety of types of music, such as jazz, classical, rhythm and blues, ethnic, folk etc.</li> <li>• Provide props, such as hats, wraps, and scarves that enhance expression during performance art.</li> <li>• Sing regularly with children and display lyrics and pictures on large charts.</li> <li>• Invite and welcome family members and people from the community to share dance, art and music from different cultures.</li> <li>• Provide materials so that children can create three-dimensional artwork.</li> <li>• Incorporate books and works from a variety of artists and art forms in the classroom, as well as, visit to galleries and museums.</li> <li>• Provide multiple non-food materials, such as different types of paint, markers, colored pencils, pastels, chalk, collage materials, shaving cream, wire, wood, and feathers for artistic projects.</li> <li>• Be considerate of genres of music that may not be acceptable in some cultural groups.</li> </ul>	<ul style="list-style-type: none"> <li>• Participate in a variety of music activities, including listening, singing, finger plays, games, and performances.</li> <li>• Demonstrate familiarity with sound qualities of a variety of musical instruments, such as wind, string and percussion.</li> <li>• Recognize a variety of connections between basic oral and written music annotations.</li> <li>• Recognize patterns in music.</li> <li>• Demonstrate care and handling of musical instruments.</li> <li>• Use different art media and materials in a variety of ways to creatively express and to represent what they know, think, believe, or feel.</li> <li>• Understand and share opinions about artistic products and experiences.</li> <li>• Create detailed drawings, paintings, models, and other art work.</li> <li>• Demonstrate ability to plan, carry out, and persist in a variety of art projects.</li> <li>• Understand that different art forms can be used to tell a story, such as dance, music, or painting.</li> </ul>



## II. LANGUAGE, LITERACY and COMMUNICATION: CREATIVE ARTS – Movement and Dramatic Play

All goals, activities, and indicators should be reflected through the lens of the child's culture and home language.

Goals Each child:	<i>*Suggested Activities</i> <i>*These are merely suggestions. Please feel free to add your own ideas.</i>	Indicators/Skills Children may:
<p><b>Movement</b></p> <p>👂 Expresses his or her ideas, feelings, and creativity through movement.</p> <p><b>Dramatic Play</b></p> <ul style="list-style-type: none"> <li>Experiments, problem solves, and makes sense of her or his diverse world experiences through dramatic play.</li> </ul>	<ul style="list-style-type: none"> <li>Provide opportunities for children to hear and move to a variety of rhythms.</li> <li>Give children opportunity to create their own rhythms and movements.</li> <li>Encourage dance from many cultures as artistic expression.</li> <li>Have children design their own dramatic play area.</li> <li>Provide a variety of gender specific and gender neutral everyday wear and special occasion clothing.</li> <li>Ensure that children have a variety of authentic props that represent the families of children in the classroom and the broader outside community.</li> </ul>	<ul style="list-style-type: none"> <li>Express what is felt and heard through movement and dancing in various musical tempos and styles.</li> <li>Move to different patterns of rhythm in music.</li> <li>Participate in a variety of dramatic play activities.</li> <li>Demonstrate creativity and imagination by using materials and by assuming different roles in dramatic play situations.</li> <li>Develop elaborate play scripts based on cultural experiences, stories they have heard, and shared experiences at school.</li> </ul>



### III. PHYSICAL DEVELOPMENT: Large Motor, Sensory Motor and Physical Fitness

All goals, activities, and indicators should be reflected through the lens of the child's culture and home language.

Goals Each child:	<i>*Suggested Activities</i> <i>*These are merely suggestions. Please feel free to add your own ideas.</i>	Indicators/Skills Children may:
<ul style="list-style-type: none"> <li>Shows proficiency, control and balance in walking, climbing, running, jumping, hopping, and skipping.</li> <li>Coordinates large muscles during activities such as maneuvering an obstacle course or swinging on a swing.</li> <li>Uses the senses (sight, hearing, smell, taste, and touch) to guide motions.</li> </ul>	<ul style="list-style-type: none"> <li>Plan at least one hour in the daily curriculum schedule to accommodate indoor and outdoor gross motor activities.</li> <li>Provide music, stories and games from a variety of cultures, which contain gross motor movement cues for children to demonstrate walking, running, hopping, jumping, skipping, galloping etc. Examples of games and dance include: "Red Light, Green Light and the Electric Slide while examples of music are Hap Palmer's "Sammy," Greg and Steve's "Listen and Move, and Jose Luis Orozco's "Las Hormiguitas."</li> <li>Use transition times to provide opportunities for skipping and hopping.</li> <li>Provide gross motor games and equipment that allow child to practice throwing and catching, such as indoor or outdoor beanbag toss game, balls in a variety of sizes, basketball and hoop.</li> <li>Provide tricycles, jump ropes, and brooms and safe places to practice climbing and balancing.</li> <li>Be considerate of genres of music that may not be acceptable in some cultural groups.</li> <li>Incorporate games children play in their community.</li> </ul>	<ul style="list-style-type: none"> <li>Hop at least six times on each foot.</li> <li>Maintain balance while bending, twisting, or stretching.</li> <li>Walk up and down stairs using alternating feet.</li> <li>Catch a ball, bean bag or item thrown from at least five feet.</li> <li>Skip.</li> <li>Run 50 to 75 feet without stopping.</li> <li>Participate in physical play or activity, such as dances, kicking balls, climbing.</li> <li>Demonstrate ability to operate large motor tools or items, such as broom or tricycle.</li> <li>Balance on a beam or ledge that is at least four inches wide and two inches above ground.</li> <li>Swim.</li> </ul>



### III. PHYSICAL DEVELOPMENT: Fine Motor Skills

All goals, activities, and indicators should be reflected through the lens of the child's culture and home language.

Goals Each child:	<i>*Suggested Activities</i> <i>*These are merely suggestions. Please feel free to add your own ideas.</i>	Indicators/Skills Children may:
<ul style="list-style-type: none"> <li>• Demonstrates strength, dexterity, and control of the small muscles needed to use age appropriate tools.</li> <li>• Demonstrates growth in hand-eye coordination.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide a variety of art media and paper of differing weights, textures, colors and culturally specific prints for child to experiment with cutting, tearing and folding. Examples include: card stock, foil, construction paper, tissue paper, handmade paper, shoji paper, rice paper, and cellophane.</li> <li>• Provide culturally relevant activities and games for child to practice fine motor skills; for example, use small Lego bricks, snap blocks, crystal climbers, puzzles, Mancala, Chinese checkers, large jacks, Jenga, dominos, origami.</li> <li>• Provide a variety of tools for child to practice fine motor skills such as, thick and thin paint brushes, crayons, markers, pencils, scissors, chopsticks, tweezers of different sizes, , lacing cards, puzzles, boxes with different latches, containers with different lids; some that flip, and others that twist.</li> <li>• Allow opportunities for children to experiment with computer keyboard and mouse, or music instruments with strings and buttons, e.g., guitar, ukulele, trumpet, or flute.</li> <li>• Provide wood working areas inside or outside with all needed materials such as hammer, saws, nails, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Remove and replace easy-to-open container lids.</li> <li>• Zip zippers and button large buttons on clothing.</li> <li>• Build a three-block tower and bridge using one inch cubes.</li> <li>• Put together age appropriate puzzles with little or no assistance.</li> <li>• String large beads and lacing cards.</li> <li>• Use scissors to cut a straight line.</li> <li>• Weave, braid, and create paper objects.</li> </ul>



### III. PHYSICAL DEVELOPMENT: Health Status, Physical Development and Safety

All goals, activities, and indicators should be reflected through the lens of the child's culture and home language.

Goals Each child:	<i>*Suggested Activities</i> <i>*These are merely suggestions. Please feel free to add your own ideas.</i>	Indicators/Skills Children may:
<p><b>Health Status and Physical Development</b></p> <ul style="list-style-type: none"> <li>Progresses in physical growth, strength, stamina, and flexibility as appropriate for the individual child.</li> <li>Participates actively in indoor and outdoor play and other forms of exercise that enhance physical fitness as appropriate for the individual child.</li> <li>Shows independence in toileting, eating, and personal care, e.g., dressing, brushing teeth, as appropriate for the individual child.</li> </ul> <p><b>Safety</b></p> <ul style="list-style-type: none"> <li>Demonstrates awareness of and ability to understand and follow basic health and safety rules, e.g., hand washing, wiping, brush teeth, stop at red light, cross at cross walk.</li> </ul>	<ul style="list-style-type: none"> <li>Allow children freedom to run in safe open space, play games like tag, soccer, leap frog, relay races.</li> <li>Set up obstacle course races that provide children the chance to practice a variety of gross motor tasks.</li> <li>Give children opportunities to safely tumble.</li> <li>Introduce cultural and popular dances to children that include flexibility and stamina; for example, tap dance, ballet, hip-hop, Chinese Folkdance, Bomba, Cumbia, capoeira, and Limbo.</li> <li>Give children opportunities to free dance.</li> <li>Introduce children to importance of eating nutritious food by providing balanced meals and snacks that reflect child's culture and meet USDA standards.</li> <li>Provide group cooking activities that focus on nutritious food. For example, make a tossed cold noodle salad, Vietnamese fresh rolls, Mexican corn salsa and quesadillas, or Jambalaya.</li> <li>Have children brush teeth after meals and snacks.</li> <li>Teach children proper hand washing and toileting procedures.</li> <li>Read stories containing themes about safety and use dramatic or role play as a means to practice safety.</li> <li>Practice fire and earthquake drill games.</li> <li>Brainstorm classroom and outdoor rules with children and put them on display.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate the stamina and energy to participate in daily activities.</li> <li>Demonstrate ability to take care of toileting and other personal needs.</li> <li>Communicate needs for rest, drink, and food attention.</li> <li>Demonstrate ability to eat independently.</li> <li>Eat a variety of nutritious foods.</li> <li>Identify adults who can assist in dangerous situations.</li> <li>Follow safety directions, for example, stop, drop and cover.</li> <li>Follow safety rules inside and outside.</li> </ul>



## IV. SOCIAL and EMOTIONAL DEVELOPMENT: Social Relations, Emotional Development and Self Concept




All goals, activities, and indicators should be reflected through the lens of the child's culture and home language.

Goals Each child:	*Suggested Activities <i>*These are merely suggestions. Please feel free to add your own ideas.</i>	Indicators/Skills Children may:
<b>Social Relations</b> <ul style="list-style-type: none"> <li>Interacts with others and shows progress in developing relationships.</li> <li>Accepts guidance and directions from a range of familiar adults.</li> <li>Interacts with other children and shows progress in developing friendships with peers.</li> <li>Shows ability to be compassionate towards another and shows empathy and caring for other children and adults.</li> <li>Trusts that emotional needs will be responded to by other children and adults.</li> <li>Develops a sense of who he or she is and his or her place in world relations.</li> <li>Respects rules about not harming others and the environment and understands reason for rules.</li> </ul> <b>Emotional Development &amp; Self Concept</b> <ul style="list-style-type: none"> <li>Shows independence and interdependence.</li> <li>Shows ability to connect events, personal experience, and knowledge about the wider world.</li> <li>Expresses a range of emotions.</li> <li>Develops independence and autonomy and is able to make choices in a range of activities, routines, and tasks.</li> <li>Uses a range of strategies for getting help for self and others.</li> <li>Is able to express fears, and trusts that fears will be taken seriously.</li> <li>Knows how to keep self safe and is able to ask questions and share concerns.</li> </ul>	<ul style="list-style-type: none"> <li>Individually welcome the children and families into the classroom each day in child's home language.</li> <li>Engage in play and have daily conversations with children.</li> <li>Recognize the different cultural cues for when a child needs help and let them know it is okay to ask for help.</li> <li>Ask children if they need help and provide support when necessary.</li> <li>Be mindful of children who need extra support in entering play and making friends; adjust strategies to support children who may have a range of special needs.</li> <li>Watch for beginning friendships and provide opportunities for friendships to grow.</li> <li>Use persona dolls, puppets, or self to model development of empathy skills.</li> <li>Use pictures, stories with different cultural themes, and visual prompts from the children's home community to help children learn to recognize various facial and body clues and expression of feelings.</li> <li>Describe rather than critique children's work as they are engaged in it. Adults might say, "I noticed your bunny is blue" rather than "I like your blue bunny."</li> <li>Ask open-ended questions that help the children think and talk about their feelings. Use emotions chart or "Emotions Bingo", "How Does that Make You Feel?"</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate ability to communicate with at least one adult.</li> <li>Ask for help from peers and adults when needed.</li> <li>Name someone as a "friend."</li> <li>Begin to show preferences for a certain playmate.</li> <li>Respond to peers who are in need, upset, hurt, or angry.</li> <li>Understand basic concepts of rules, rights, and fairness.</li> <li>Understands value of reliability, honesty and courtesy.</li> <li>Be confident in making new friends.</li> <li>Begin to name emotions and ways to express them in various settings, e.g., happy, sad, glad, and angry.</li> <li>Take on new tasks and improve skills with practice.</li> <li>Be able to handle changes or uncertainty.</li> <li>Demonstrate what they know and can share with others.</li> </ul>



## IV. SOCIAL and EMOTIONAL DEVELOPMENT: Self Control and Cooperation

All goals, activities, and indicators should be reflected through the lens of the child's culture and home language.

Goals Each child:	*Suggested Activities <i>*These are merely suggestions. Please feel free to add your own ideas.</i>	Indicators/Skills Children may:
<b>Self Control</b> <ul style="list-style-type: none"> <li>Demonstrates physical and emotional self-control.</li> <li>Develops understanding of how their actions affect others and begins to learn the consequences of their actions.</li> <li>Demonstrates capacity to follow rules and routines and use materials purposefully, safely, and respectfully.</li> <li> Demonstrates social skills that lead to positive interactions with others.</li> <li>Adapts to changes in routines and manages transitions.</li> <li>Develops constructive strategies for coping with change.</li> </ul> <b>Cooperation</b> <ul style="list-style-type: none"> <li> Follows simple rules of participation in group activities.</li> <li>Shows increasing ability to collaborate and compromise in working, playing and resolving conflicts with peers.</li> <li>Is able to disagree and state opinion assertively and appropriately.</li> <li> Begins to understand what it means to be part of a group.</li> <li>Shows concern about fairness within peer group.</li> </ul>	<ul style="list-style-type: none"> <li>Use puppets or props to help validate and explain that it is hard to wait, share, and take turns.</li> <li>Adapt and review rules with children as children grow and change.</li> <li>Encourage and model multiple ways for children to communicate when they are hurt or upset with peers or adults.</li> <li>Develop and post a clear schedule of daily routines using a variety of mediums, e.g., pictures, words, symbols, and other cues.</li> <li>Develop a clear signal for transitions, e.g., chime, drum, clapping.</li> <li>Describe positive behavior, such as "That was helpful when..." and avoid using generic or evaluative phrases such as "good job."</li> <li>Help children share affirmations about themselves and others in the forms of writing, drawing, or verbalizing.</li> <li>Create and practice rules with children.</li> <li>Provide and model multiple strategies for children to understand how to negotiate conflict and provide help when needed.</li> <li>Allow children time to negotiate conflicts rather than fixing the problem for them.</li> <li>Encourage children to help problem solve conflicts with their peers.</li> <li>Learn vocabulary for expressing ideas about self control and cooperation to guide and support children's home languages.</li> </ul>	<ul style="list-style-type: none"> <li>Express feelings, needs, and opinions in different situations and conflicts.</li> <li>Follow and apply rules in different situations.</li> <li>Demonstrate an understanding of the differences between home and school cultures.</li> <li>Explain family or classroom rules to others.</li> <li>Share, wait, and take turns during play and transitions.</li> <li>Let peers know when they have done something culturally inappropriate.</li> <li>Participate cooperatively in large and small group activities.</li> <li>Use multiple strategies to solve problems which may include negotiating.</li> <li>Interact with peers by helping, sharing and having discussions.</li> <li>Question rules when they believe those rules are unfair.</li> </ul>



## IV. SOCIAL and EMOTIONAL DEVELOPMENT: Knowledge of Families and Community

All goals, activities, and indicators should be reflected through the lens of the child's culture and home language.

Goals Each child:	<i>*Suggested Activities</i> <i>*These are merely suggestions. Please feel free to add your own ideas.</i>	Indicators/Skills Children may:
<p><b>Knowledge of Families and Communities</b></p> <ul style="list-style-type: none"> <li>• Demonstrates knowledge of the relationship between people and places.</li> <li>• Demonstrates understanding of similarities and respects differences between people.</li> <li>• Recognizes and respects differences in family structures.</li> <li>• Develops a sense of his or her ethnic and cultural identity.</li> <li>• Demonstrates understanding of anti-bias goals and principles.</li> <li>• Understands their relationship to their families, their community, and their environment.</li> <li>• Knows about physical and spiritual differences and the significance.</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage children to bring in pictures and stories of family members and home activities to be shared and displayed in the classroom through activities such as story boards and "All About Me" books.</li> <li>• Find opportunities to attend community and cultural events and incorporate these events into learning activities.</li> <li>• Introduce an anti-bias approach with anti-bias goals.</li> <li>• Incorporate children's stories about their life experiences into daily conversations, activities, and dramatic play.</li> <li>• Invite families into the classroom and participate in activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize and respect similarities and differences between people such as gender, race, special needs, cultures, languages, communities and family structures.</li> <li>• Feel free to share family cultural values in the classroom, such as diet, clothing, or religious practices.</li> <li>• Build their anti-bias and diversity skills in the following areas: <ul style="list-style-type: none"> <li>○ Respecting self</li> <li>○ Respecting others</li> <li>○ Developing skills to play, live, work, and learn together.</li> </ul> </li> <li>• Build a sense of individual pride in their own family composition, as well as, understand and accept that families are created in many different ways.</li> <li>• Explore their differences and similarities with one another and the ways in which each contribute to making their classroom a family.</li> </ul>



## IV. SOCIAL and EMOTIONAL DEVELOPMENT: Reasoning and Problem Solving



All goals, activities, and indicators should be reflected through the lens of the child's culture and home language.

Goals Each child:	<i>*Suggested Activities</i> <i>*These are merely suggestions. Please feel free to add your own ideas.</i>	Indicators/Skills Children may:
<ul style="list-style-type: none"> <li>• Grows in recognizing and solving problems through active exploration.</li> <li>• Investigates materials and the environment to gain information.</li> <li>• Demonstrates negotiation skills.</li> <li>• Recognizes stereotypical or unfair images and words in books or in conversations with others.</li> </ul>	<ul style="list-style-type: none"> <li>• Activities that encourage exploration and critical thinking, e.g., treasure hunt or obstacle course.</li> <li>• Provide space and time to help with conflict resolution, for example create a Quiet Corner or Quiet Space for self-resolution.</li> <li>• Acknowledge children's concerns and help children see that creating options is a step in solving problems.</li> <li>• Make connections between children's real life experiences and text. Frequently ask learners to think about and express how what they read, applies to them personally.</li> <li>• Connect real life to text- How does what you read apply to you? (Emergent)</li> <li>• Give children opportunities to be involved in real life problem solving situations; e.g., on a field trip, construction work, what do we do now.</li> <li>• Use kinesthetic activities to teach math and reading.</li> </ul>	<ul style="list-style-type: none"> <li>• Show ability to find more than one solution to a question, task or problem.</li> <li>• Verbalize preferences and reasons for those choices with peers and adults.</li> <li>• Take risks to question and negotiate rules. Challenge, question or critique rules when they feel those rules are unfair.</li> </ul>



## V. APPROACHES to LEARNING: Initiative, Curiosity, Engagement and Persistence

All goals, activities, and indicators should be reflected through the lens of the child's culture and home language.

Goals Each child:	*Suggested Activities <i>*These are merely suggestions. Please feel free to add your own ideas.</i>	Indicators/Skills Children may:
<b>Initiative and Curiosity</b> <ul style="list-style-type: none"> <li>Develops ability to make choices.</li> <li>Exhibits curiosity for learning.</li> <li>Explores and tries new things and new experiences.</li> </ul> <b>Engagement and Persistence</b> <ul style="list-style-type: none"> <li>Demonstrates ability to develop a plan and follow through with guidance.</li> <li>Shows ability to focus on a task, question, or set of directions.</li> <li>Develops strategies for persisting with a task when she or he encounters difficulties.</li> </ul> <p> Can solve problems through symbolic representation, reflection and rhythm.</p>	<ul style="list-style-type: none"> <li>Provide opportunities for children to decide which activities they want to engage in.</li> <li>Set up daily environment where choices are clear for the children.</li> <li>Take opportunities to rotate materials and change learning areas.</li> <li>Use a variety of methods to introduce new topics and ideas in different written and oral languages.</li> <li>Recognize the different cultural cues for when a child needs help and let them know it is okay to ask.</li> <li>Encourage democratic practices such as fair ways for taking turns and for signing up for classroom routines.</li> <li>Engage in conversations with children, asking open-ended questions to extend play and other learning tasks.</li> <li>Provide additional materials and suggestions that build on children's ideas to extend play.</li> <li>Provide opportunities for activities that require that children follow clear directions in order to complete them successfully, such as cooking and science experiments.</li> <li>Provide time and space for children to explore their interest over time and work on a project</li> <li>Provide time for children to develop interest that is uninterrupted.</li> </ul>	<ul style="list-style-type: none"> <li>Participate in a variety of tasks and activities.</li> <li>Show interest in learning about and discussing a growing range of topics, ideas and tasks.</li> <li>Use play as a way to explore and understand life experiences.</li> <li>Ask questions, explore or experiment.</li> <li>Persist in and complete a variety of tasks, activities, projects and experiences.</li> <li>Show self direction in actions and can work independently.</li> <li>Engage in and completes simple routines without assistance.</li> </ul> <p> Make appropriate choices when cultural conflicts or conflicting messages exist.</p>



## APPENDIX A: Glossary of Terms

**Anti-Bias Curriculum:** Children are aware very young that color, language, gender, and physical ability differences are connected with privilege and power. They learn by observing the differences and similarities among people and by absorbing the spoken and unspoken messages about those differences. Racism, sexism, and handicapism have a profound influence on their developing sense of self and others. All children are harmed. On the one hand, struggling against bias that declares a person inferior because of gender, race, ethnicity, or disability draws energy from and undercuts a child's full development. On the other hand, learning to believe they are superior because they are white, or male, or able-bodied, dehumanizes and distorts reality for growing children, even while they may be receiving the benefits of institutional privilege.

The "practice of freedom" is fundamental to anti-bias education. Curriculum goals are to enable every child: to construct a knowledgeable, confident self-identity; to develop comfortable, empathetic, and just interaction with diversity; and to develop critical thinking and the skills for standing up for oneself and others in the face of injustice. Anti-bias curriculum embraces an educational philosophy, as well as, specific techniques and content. It is value based. Differences are good, oppressive ideas and behaviors are not. It sets up a creative tension between respecting differences and not accepting unfair beliefs and acts. It asks teachers and children to confront troublesome issues rather than covering them up. An anti-bias perspective is integral to all aspects of daily classroom life.

<http://www.head-start.lane.or.us/education/curriculum/anti-bias.html>

### Anti-Bias Goals:

Louise Derman-Sparks

#### ***Goal 1: Nurture each child's construction of a knowledgeable, confident, self-concept and group identity.***

The goal means creating the educational conditions in which all children are able to like who they are without needing to feel superior to anyone else. It also means enabling children to develop biculturally – to be able to effectively interact within their home culture and within the dominant culture.

#### ***Goal 2: Promote each child's comfortable, empathic interaction with people from diverse backgrounds.***

This goal means guiding children's development of the cognitive awareness, emotional disposition, and behavioral skills needed to respectfully and effectively learn about differences, comfortably negotiate and adapt to differences, and cognitively understand and emotionally accept the common humanity that all people share.

#### ***Goal 3: Foster each child's critical thinking about bias.***

This goal means guiding children's development of the cognitive skills to identify "unfair" and "untrue" images (stereotypes), comments (teasing, name-calling), and behaviors (discrimination) directed at one's own or others' identities (be they gender, race, ethnicity, disability, class, age, or weight) and having the emotional empathy to know that bias hurts.

**Goal 4: Cultivate each child's ability to stand up for herself/himself and for others in the face of bias.**

This “activism” goal includes helping every child learn and practice a variety of ways to act when another child acts in a biased manner toward her/him, when a child acts in a biased manner toward another child, or when an adult acts in a biased manner. Goal 4 builds on Goal 3: Critical thinking and empathy are necessary components of acting for oneself or others in the face of bias.

Derman-Sparks, L. and Ramsey, P. 2006. *What if All the Kids are White?* New York: Teachers College Press.

**Complex Sentence:** A sentence composed of at least one main clause and one subordinate clause (<http://wordnetweb.princeton.edu/perl/webwn>).

**Concepts of Print:** (Print knowledge) Children’s understandings about the functions (e.g., practical uses), structure (e.g., printed words are separated by spaces), and conventions (e.g., left-to-right, top-to-bottom sequence) of written language.

**Dialogic Reading:** An interactive form of storybook reading in which an adult helps a child to become a storyteller.

**Dual Language Early Childhood Education:** Unconditional love for all children, respect for cultural diversity, the cultivation of cultural expression and creativity, family collaboration, a commitment to fairness and undoing bias, a child-centered and socially oriented approach, documentation and accountability to learning, and specialized skills in first and second language and literacy development are the building blocks for Dual Language Early Childhood Education. It is an act of love enriched with a belief that children are born to be happy and all children can learn. It is grounded in educational equity and teacher reflection. The Dual Language ECE classroom has a posted language plan specifying the main two languages being used with and taught to all children (i.e., Vietnamese and English), any other languages from the children and families of that classroom that will be validated (i.e., Somali and Spanish), the model that will be used for organizing language usage (i.e., Teacher-Based Model or Time-Based Model), literacy approaches for both languages, and strategies for assessing first and second language development. Children are supported to reject rejection instead of internalizing negative messages about their skin color, cultural background, and home languages. They are guided in their emerging critical thinking, identification of fairness and bias, social emotional development, and cross-cultural collaboration. The Dual Language ECE classroom environment has labels of the learning areas and key items in both languages, often with a different color used for each language to support children in distinguishing between the written texts. The cultural backgrounds of the children can be seen in all of the learning areas of the room. The children can see themselves represented in posters, photographs, books, and puzzles. Pictures of the children and their families are found throughout the room and reception areas. Dual Language Early Childhood Education provides a safe and nurturing cultural nest for children to actively participate in cultural transmission in their home culture as well as have an authentic and valuable experience learning about the language and cultural background of another cultural community.

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**Expressive Vocabulary:** Vocalizing, speaking, or indicating through sign language not just knowledge and understanding of a word but also expressing or using a word. (Ibid., p. 200).

**Holistic Thinking:** *Holistic* thinking involves understanding a system by sensing its large-scale patterns and reacting to them. A holistic person does not tear things apart mentally, to understand them. The holistic person tends to approach a subject by trying to understand its *gist* or general meaning. This is different from *Analytic* thinking which involves understanding a system by thinking about its parts and how they work together to produce larger-scale effects. Analytic thought predominates in schools not because it is better in all situations but because it can be taught and because it is needed for many technical skills. Indeed, it must be learned through some kind of instructional process. Intuition, by contrast, seems to come naturally to many people with no special training.

Dewey, R. 2007. *Psychology: An Introduction*. [http://www.psywww.com/intropsych/ch07\\_cognition/analytic\\_vs\\_holistic\\_thinking.html](http://www.psywww.com/intropsych/ch07_cognition/analytic_vs_holistic_thinking.html)

**Music Literacy:** Music literacy is more than just learning to recognize that music can be represented symbolically in annotated form, such as notes on a page. Music literacy is an important part of a preschool child's early literacy and mathematic development because through music children develop and expand skills in vocabulary and Language development while simultaneously gaining awareness of basic number concepts and recognizing patterns and relationships which are the foundation of mathematical concepts. Music also provides children with an awareness of diverse cultures while simultaneously validating a child's home culture and language.

Music Literacy happens in many ways for example when children sing songs with rhymes and repetition they strengthen their phonological awareness. When children read songs in the form of stories they develop an understanding of books and texts. When children are able to see song lyrics written in large print, they gain knowledge of print awareness and begin to understand the importance of letters and words. When children sing number songs rhymes and chants they learn number concepts.

When children see music in written form they learn mathematic vocabulary of measurement such as whole, half, and quarter. When children experiment with various instruments from around the world they gain basic knowledge of the different sounds each make and begin to learn about concepts of improvisation, measurement of time, and syncopation.

*The Creative Curriculum for Preschool, fourth addition*, Dodge, Colker, & Heroman. Teaching Strategies Pg. 428-429.

**Oral Language Comprehension:** The ability to listen and accurately reconstruct what is said on the basis of understanding.

**Phoneme:** In a language or dialect, a phoneme is the smallest segmental of sound employed to form meaningful contrasts between utterances.  
*From Wikipedia, the free encyclopedia*

**Phonemic Awareness:** The awareness of the sounds (phonemes) that make up spoken words.

**Phonological Awareness:** Refers to an individual's awareness of the phonological structure, or sound structure, of language. It is a listening skill that includes the ability to distinguish units of speech, such as rhymes, syllables in words, and individual phonemes in syllables.


*From Wikipedia, the free encyclopedia*

**Persona Dolls:** Persona dolls are large cloth dolls that belong to the teacher; they are not available for children to play with on their own. The teacher first introduces the dolls to the children and gives each one a biography. Then the teachers make up persona doll stories to introduce, explore, and personalize aspects of diversity among children who are not in the group. The dolls are used to engage children in considering how they would feel if something happened to them and what they would do about it.

Derman-Sparks, L. and Ramsey, P. 2006. *What if All the Kids are White?* New York: Teachers College Press.

**Receptive Language:** The receipt of a message aurally or visually. This is also considered the mental store of words and phrases.

**Receptive Vocabulary:** Understanding words without necessarily being able to speak or express them. Receptive vocabulary precedes expressive vocabulary. (WA State Early Learning Development Benchmarks (2005): Glossary, p. 201).

**Sankofa Symbol:**  The Sankofa symbol is used in the Alignment document to indicate a conceptual match between the learning outcomes in the Seattle Kindergarten Readiness Guidelines and the ideas in Dr. Edwin J. Nichols' seminal work, "Philosophical Aspects of Cultural Difference." The West African Adinkra symbol conveys the meaning "return and get it," and the importance of learning from the past.

**Scaffolding:** Soviet psychologist Lev Vygotsky developed the scaffolding theory. Scaffolding theory describes social and instructional support for students learning new concepts, comparable to structures erected alongside newly constructed buildings. The scaffolding supports the construction (the introduction of new material) and is taken away after completion (or when the lesson is understood).

[What Is Vygotsky's Scaffolding? | eHow.com http://www.ehow.com/facts\\_5589381\\_vygotsky\\_s-scaffolding\\_.html#ixzz11LPy1liE](http://www.ehow.com/facts_5589381_vygotsky_s-scaffolding_.html#ixzz11LPy1liE)

**Stereotype:** An oversimplified generalization about a particular group, race, or sex, which usually carries derogatory implications.

[http://webpace.webring.com/people/jr/reach\\_to\\_teach/antibias.html](http://webpace.webring.com/people/jr/reach_to_teach/antibias.html)

**Survival Language:**

English language learners who are in the beginning stages often use survival language skills to get their needs met. They learn and can produce survival vocabulary such as words for water or bathroom, because they can use gestures, objects, and pictures to help make the information comprehensible.

Haynes, J. 2007. *Getting Started with English Language Learners*. Article in Association for Supervision and Curriculum Development website.

<http://www.ascd.org/publications/books/106048/chapters/How-Students-Acquire-Social-and-Academic-Language.aspx>

## APPENDIX B: An Overview of the Work of Dr. Edwin J. Nichols

Many of the ideas underlying the development of these Guidelines are grounded in the seminal work of **Dr. Edwin J. Nichols**. “**Edwin J. Nichols, Ph.D.**, is a Clinical Industrial Psychologist working in organizational development. He is the Director of Nichols and Associates, Inc., an applied behavioral science firm that affects technology transfer to organizations, based on principles of philosophy, basic and behavioral science. Dr. Nichols provides services to Fortune 500 Corporations, foreign governments, national governmental agencies, parastatals, associations, health and mental health systems. His commitment is to help organizations achieve systemic congruence through cultural competence, assuring the value added the competitive edge and increased market share. Dr. Nichols’ awards include: Fellow of the Austrian Ministry of Education; Visiting Scholar for the Rockefeller Foundation at the Bellagio Study Center, Italy; Distinguished Clinical Psychologist Award, Harvard University Foundation; and Public Service Awards from the United States General Service Administration, Department of Justice and Social Security Administration.” (Excerpt from the agenda of the *Oklahoma Department of Mental Health and Substance Abuse Services 13<sup>th</sup> Annual Children’s Behavioral Health Conference*. Tulsa, Oklahoma; April 26-28, 2006.)

**The Surgeon General of the U.S. Navy provides this profile of Nichols and Associates in its Diversity Resources.** “**Nichols and Associates** is an applied behavioral science firm based in Washington, DC. Its major focus is to enable organizations to function internally at multiple levels with **systemic congruence**, which is accomplished through **cultural competence** in leadership. Facing global competition for economic survival, organizations / institutions must constantly refine the systemic processes of their organization. They must also enhance the efficiency and effectiveness of their multi-ethnic, pluralistic and linguistically diverse workforce. Today, **team membership** is the unit of production. The goal of **Nichols and Associates** is to provide for the full utilization of the knowledge gleaned from the most current and appropriate body of applied behavioral scientific literature. These data are utilized to address the unresolved issues of the client organization.

“The hallmark of **Nichols and Associates** is a unique pedagogy and paradigm developed 40 years ago by Edwin J. Nichols, Ph.D., entitled, *The Philosophical Aspects of Cultural Difference*. This paradigm articulates multi-ethnic and cross-cultural difference from a philosophical perspective: axiology, epistemology and logic sets.” (Excerpt from Nichols and Associates profile available at [http://www.med.navy.mil/diversity/documents/nichols\\_and\\_associates\\_profile.doc](http://www.med.navy.mil/diversity/documents/nichols_and_associates_profile.doc)). R. S. Wright provided a summary of “Nichols’ Model for Understanding Cultural Difference” which was developed over 40 years ago. According to Wright, Nichols’ philosophical perspective on cultural differences derived from an understanding of the world views that different world cultures developed as they responded to various physical environments. Those world views included differing approaches to several important constructs: Axiology (values), Epistemology (way of knowing), Logic (principles of reason), and Process (practice of reason) [Adapted from Wright, R. S. (April, 2010). “Cultural Competence: Working Definition and Considerations.” Available at [www.robertswright.ca/CulturalCompetenceAdjudicativeBoards20100427](http://www.robertswright.ca/CulturalCompetenceAdjudicativeBoards20100427)]. Wright’s presentation included the following chart outlining Dr. Nichols’ “Philosophical Aspects of Cultural Difference” for four ethnic/cultural groups: European/Euro-American; African/African American/Latino(a)/Arab; Asian/Asian American/Polynesian; and Native American.

**THE PHILOSOPHICAL ASPECTS OF CULTURAL DIFFERENCE DEVELOPED BY EDWIN J. NICHOLS, PH.D.**

ETHNIC GROUPS  ETHNIC WORLDVIEW	AXIOLOGY	EPISTEMOLOGY			LOGIC	PROCESS
		APPLIED	PEDAGOGY	METHODOLOGY		
EUROPEAN  EURO-AMERICAN	<b>Member-Object</b> The highest value lies in the object or the acquisition of the object	One knows through  <b>Counting and Measuring</b>	Parts to Whole Page <i>The Difference</i>	Linear and Sequential  -Assembly line-	<b>Dichotomous</b>  <i>Either/Or</i>  -Newtonian theory-	All sets are repeatable and reproducible  -Technology-
AFRICAN  AFRICAN AMERICAN  LATINO/A  ARAB	<b>Member-Member</b> The highest value lies in the relationship between persons	One knows through  <b>Symbolic Imagery and Rhythm (function)</b>  -Gladwell <i>Blink</i> -	Whole  <b>Holistic Thinking</b>  -The BIG picture-	<b>Critical Path analysis</b>  -Cut to the chase-	<b>Diunital</b>  <b>Union of opposites</b> <b>Difrasismo</b>  -Aztec thought-  <b>The In Between</b>  <i>Ibn 'Arabi</i> -Quantum theory	All sets are interrelated through human and spiritual networks  -Black church-
ASIAN  ASIAN AMERICAN  POLYNESIAN	<b>Member-Group</b> The highest value lies in the cohesiveness of the group	One knows through  <b>Transcendental Striving</b>  -Tree the forest-	Whole and parts are seen simultaneously  -To read a Chinese word-	<b>Cyclical and Repetitive</b>  -Stroke order in writing a Chinese word-	<b>Nyaya</b>  -The objective world is conceived independent of thought and mind-  -Chaos theory-	All sets are independently interrelated in the harmony of the universe  -Keiretsu-
NATIVE AMERICAN	<b>Member-Great Spirit</b> The highest value lies in oneness with the Great Spirit	One knows through Reflection and Spiritual  <b>Receptivity</b>  -Purification rites-	<b>Whole is seen in cyclic movement</b>  -Seasons-  -Medicine Wheel-	Environmentally experiential reflection  -Rites of Passage-	<b>Great Mystery</b>  -A set of 4 and a set of 3 form the whole-  -Super string theory-	All sets are interrelated through the elements, plant, animal, and spiritual networks  -White Buffalo-

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*Teaching for Change: Building Social Justice Starting in the Classroom*. Available at [www.teachingforchange.org/node/91](http://www.teachingforchange.org/node/91): Provides information on child development bias.